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ABSTRACT

The teaching of "English as a Second Language" (ESL) program in the nonpublic schools of New York City, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to help students who are learning English as a second language. The main purposes of ESL in the non-public schools are to improve pupils' English speaking, comprehension, and fluency. Other objectives are to help the ESL students: (1) develop or maintain self-concepts of ability to learn in school tasks; and (2) develop more positive relationships with peers who speak English as their first language. During this past school year approximately 1897 school children, Grades Kindergarten through Eight in 47 non-public schools who earned C to F ratings on the "New York City Scale of Pupils' Ability to Speak English" were enrolled in special sessions taught by licensed teachers in ESL, English, and foreign language. The ESL teachers involved in this project instruct small groups of children (five through nine years) in separate rooms during the school day. The audiolingual approach is used at the start followed by the teaching of reading and writing in the second language. A variety of drill procedures involving repetition of an accurate language model are employed in order to eliminate difficulties of sounds, intonation, rhythm, and stress. (Author/JM)

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FINAL REPORT
OF THE EVALUATION
OF THE

1971-1972

ENGLISH AS A SECOND LANGUAGE PROGRAM
NON-PUBLIC SCHOOLS

Evaluation of a New York School District
educational project funded under Title I
of the Elementary and Secondary Education
Act of 1965 (PL 89-10), performed under
contract with the Board of Education of
the City of New York for the 1971-72
school year.

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ENGLISH AS A SECOND LANGUAGE
NON-PUBLIC SCHOOLS

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EXECUTIVE SUMMARYENGLISH AS A SECOND LANGUAGE PROGRAM
NON-PUBLIC SCHOOLSProgram Description

The teaching of English as a Second Language (ESL) program in the non-public schools of New York City is designed to help students who are learning English as a second language. During this past school year approximately 1897 school children, grades kindergarten through 8, in 47 non-public schools who earned C to F ratings on the New York City Scale of Pupils' Ability to Speak English were enrolled in special sessions taught by licensed teachers in ESL, English and foreign language.

The ESL teachers involved in this project instruct small groups of children (5-9) in separate rooms during the school day. The audiolingual approach is used at the start followed by the teaching of reading and writing in the second language. A variety of drill procedures involving repetition of an accurate language model are employed in order to eliminate difficulties of sounds, intonation, rhythm, and stress. Many activities emphasizing pattern practice will be provided in order to develop automatic control and fluency in English.

The lessons are of a variety of language-learning aids, devices and experiences to keep the children interested, to clarify meaning and to encourage them to express themselves in their new language. Materials of instruction are provided by the Board of Education and the teachers develop other of their own materials. These will include language games, books, and audio-visual resources.

Teacher conferences are arranged so that the ESL teachers may confer with the regular classroom teachers to keep them informed as to pupil's needs and progress, and to enlist their assistance in speaking, listening, reading, and writing situations in the regular classrooms.

Program Objectives

The main purposes of the English as a Second Language (ESL) Program in the non-public schools are to improve pupils' English speaking, comprehension and fluency. The objective criteria was to assist 90% or more of the ESL students to move up one or more grade levels on English proficiency tasks. A second objective criteria is to help 75% or more of the ESL students reach by the end of the school year, satisfactory levels in the following skills areas; (reading, mathematics social studies and science). Other objectives are to help the ESL students: (1) develop; or maintain self-concepts of ability to learn in school tasks; (2) develop more positive relationships with peers who speak English as their first language.

Evaluation Objectives

The major evaluation objectives were to determine:

1. The extent to which the ESL students improved in English speaking skills.

2. The association of the ESL program to the reading achievements of students.
3. The extent to which the ESL program assisted students with impeding or low self-concepts of ability to develop concepts of themselves as being able to learn in schools.
4. The extent to which the ESL program helped students to develop positive relationships with peers who spoke English as their first language.

Other objectives were to assess the adequacy of the physical facilities, procedures for screening and referral, communications channels between public and non-public school staff, curriculum materials and personnel qualifications. In addition, this study sought to provide a statement of the perspectives of the ESL staff concerning what they believe are the strengths and weaknesses of their program along with their recommendations.

A final objective was to arrive at a summary conclusion in regard to whether the ESL Program was being conducted as set forth in funding proposals and Board of Education policy positions.

Procedures

From 10 sample schools selected in agreement with Board of Education staff a probability sample of 236 ESL students was selected. Pre and post data were collected on English proficiency, teacher ratings on peer relationships and English skills and self-concepts of academic ability. A subsample of 100 ESL students was drawn and compared with a matched Norm Group of children whose first language was not English but who had performed at higher levels of English proficiency during the Fall of the school year.

In addition, observations were made of classrooms, interviews with school staff were conducted and records and material examined relevant to the conduct of the ESL Program.

Objective data were analyzed by t tests for differences in proportions, chi square analyses, and presentation of description statistics. In addition qualitative reports were included by the evaluation staff.

Summary of Findings

1. On the basis of findings on sample ESL students, it was estimated that 90% of the ESL students improved one or more levels on the Scale of Pupils' Ability to Speak English between Fall and Spring 1971-72 school year.
2. As of the Spring of the school year nearly all ESL students, according to ESL teachers, could understand English sufficiently well to have school rules explained to them in English.
3. By Spring, sixty-one percent of the sample ESL students scored at a satisfactory level or higher on the Scale of Pupil' Ability to Speak English.

4. According to ESL teachers twelve percent no longer needed further ESL services after one school year. Of course, 100% of the ESL students needed ESL services at the beginning of the school year.
5. During the school year there was a decrease from 39% to 26% in the proportions of ESL students who avoided situations and responsibilities because of felt English language deficits.
6. The teacher's ratings of ESL students were that 40% "improved very much", 52% "improved some", and only 8% "improved a little".
7. ESL students were reading at the same levels as the Norm Group in the Spring as measured by standardized achievement tests, even though there were significant differences in English proficiency favoring the Norm Group during the previous Fall.
8. The overwhelming majority of the ESL students were found in November of the school year to have sufficiently high self concepts of learning ability to be open to instruction in English skills. It was not possible to ascertain whether this was the result of students entering the program in September with high self-concepts of learning ability or of effective teacher motivational activities. The students sampled tended to retain functionally non-impeding self-concepts of learning ability throughout the school year.
9. There was a decrease among sample ESL students, from 61% to 32% who were isolated by peers which is not significantly different (.05 level) from the program objective of 25%.
10. There has been an increase from 70% to 93% in the proportion of ESL students not impeded in peer social situations by deficits in English skills.
11. There has been an increase in the proportion of ESL students, from 64% to 76%, whose command of English is adequate for effective participation in groups; of English speaking students.
12. Eighty-one percent of the sample ESL students have friendships with students whose first language is English.
13. There has been a decrease, from 51% to 34% in the proportions of sample ESL students who only prefer the companionship of peers who speak a language other than English.

Recommendations

1. Plant facilities:

Most of the schools in the ESL Program in the non-public schools appear to have provided satisfactory classroom facilities. However, there were a few schools where an improvement in facilities were needed at the time of the last on-site visits. In the case of one of the schools, perhaps asking the lunch-room workers to refrain from setting up the room for lunch would help. While the TLRC evaluation staff was present the room was being repainted to be more airy and pleasant. Perhaps that will help. In the case of using the auditorium to teach ESL in the other school, it is recommended that students and staff of the school not in ESL should be restricted from entering during class periods as much as possible. During both visits by evaluation staff the traffic through the auditorium was very distracting and the teacher confirmed that this was a common occurrence.

2. Basis for Referral

The procedures for screening and referral were found to be quite satisfactory. It is recommended that current practices be continued.

3. Extent of Classtime in ESL

It is recommended that Board of Education personnel meet with all ESL teachers and administrators and discuss the possibilities and implications for the program of extending the amount of time in ESL classes. This could be made a part of an inservice training meeting.

4. In-Service Training

It is recommended that more time be given to ESL teachers meeting and sharing ideas with one another. The meetings that were held for this purpose were very much appreciated by the ESL teachers.

5. Staff Relationships

More of the same is the only recommendation the TLRC staff can make in regard to the help and cooperation afforded the ESL teachers by their administrators, other teachers, and ESL supervisory staff. Only one complaint was received concerning the supervision of the program. The meetings of the ESL teachers and supervisory staff were probably effective in producing the relatively high moral sensed by the TLRC staff.

6. Implementation of Program

On the basis of the above reported findings, on-site visitations, searches through records and examination of the plans for the ESL Program as reported in funding proposals and Board of Education policies it is the summary finding that:

- a. Students are being benefited as planned in academic and social relations areas.
- b. The costs of the program are minimal given the results approximately \$174.00 per pupil cost - (administrative costs are very low: 1897/2.6.

Total materials cost only \$10,975.00.

- c. The program is being conducted as close to plans as possible. In only a couple of schools is there a need to provide better classroom facilities. On the basis of interviews with supervisory staff it is expected that the program will continue functioning in accord with the plans and objectives for the ESL Program.

Summary Recommendation

It is recommended by the TLRC evaluation staff that the ESL Program in the non-public schools be again funded for the 1972-73 school year.

Chapter I

ENGLISH AS A SECOND LANGUAGE NON-PUBLIC SCHOOLS

PROGRAM DESCRIPTION

The teaching of English as a Second Language (ESL) program in the non-public schools of New York City is designed to help students with very limited English language skills. During this past school year approximately 1897 children in the following 47 non-public schools who earned C to F ratings on the New York City Scale of Pupil's Ability to Speak English were enrolled in special classes taught by licensed teachers in ESL, English and foreign language. The children were in kindergarten through the 8th grade.

Each of the non-public schools were classified according to the following code system for purposes of organizing the ESL program.

Code I - Roman Catholic: Manhattan, Bronx and Staten Island
(School Districts 1 - 12 and 30)

Code II - Roman Catholic: Brooklyn and Queens
(Districts 13 - 29)

Code III - Hebrew Day: all boroughs

Code IV - Greek Orthodox: all boroughs

Code V - Other Non-Public Schools

The non-public schools which participated in the ESL program and their corresponding code are as follows:

<u>School</u>	<u>Code No.</u>	<u>School</u>	<u>Code No.</u>
St. Michael 422 4th Ave. Brooklyn, N. Y. 11232	2	Our Lady of Lourdes 2-12 Aberdeen Street Brooklyn, N. Y. 11207	2
St. John the Baptist 80 Lewis Street Brooklyn, N. Y. 11206	2	Beth of Boro Pk. 1371 46th Street Brooklyn, N. Y. 11219	3
Beth Rachel 225 Patchen Ave. Brooklyn, N. Y. 11223	3	Yesh. of Brighton 293 Neptune Ave. Brooklyn, N. Y. 11235	3
14 Holy Martyrs 600 Central Ave Brooklyn, N. Y. 11207	2	Ahi Ezer Yeshiva 2433 Ocean Pkway Brooklyn, N. Y. 11235	3
St. Gabriel 666 Essex Street Brooklyn, N. Y. 11208	2	Sacred Heart 37 Adelphi Street Brooklyn, N. Y. 11211	2

<u>School</u>	<u>Code No.</u>	<u>School</u>	<u>Code No.</u>
Transfiguration 98-07 38th Ave. Queens, 11368	4	Chelsea Gr-Am 250 Hooper St. Bkly., N.Y. 11211	4
St. Mary 10-24 49th Ave. Long Island, City 11101	2	Beth Jacob Elem. 280 Rodney St. Bkly., 11211	3
Our Lady of Peace 512 Carroll St. Bkly., 11215	2	Chelsea Gr-Am 357 West 24th St. New York, 10001	4
St. Peter 397 Hicks St. Bklyn., 11201	2	Holy Name 202 West 97 St. New York., 10025	1
St. Francis Xavier 763 President St. Bklyn., 11215	2	St. Ann 314 E. 110 St. New York, 10029	1
St. John the Evangelist, 259 21 St. Bklyn., 11215	2	Blessed Sacrament 147 West 70th St. New York, 10023	1
St. Paul 209 Warren St. Bklyn., 11201	2	St Charles Borromeo 212 West 142 St. New York, 10030	1
Argyrios Fantis 195 State St. Bklyn., 11201	4	Annunciation 461 West 131 St. New York	1
Mary Help of Christians 435 East 11St. New York, 10009	1	Incarnation 570 West 175th St. New York, 10003	1
Our Lady of Sorrows 219 Stanton St. New York, 10002	1	Our Lady of Lourdes 468 West 143 St. New York, 10031	1
St. Brigid 185 East 7th St. New York, 10012	1	St. Lucy 340 East 194 St. New York, 10029	1
St. Patrick 233 Mott St. New York, 10012	1	Sts. Peter and Paul 838 Brook Ave. Bronx, N.Y. 19451	1

<u>School</u>	<u>Code</u> <u>No.</u>	<u>School</u>	<u>Code</u> <u>No.</u>
Sacred Heart 456 West 52nd St. New York 10019	1	St. Jude 433 West 204 St. New York 10034	1
St. Francis De Sales 116 East 97 St. New York, 10029	1	St. Augustine 47 Sterling Place Bklyn., 11217	2
St. Paul the Apostle 124 West 60th St. New York, 10023	1	St. Joseph 685 Dean St. Bklyn., 11238	2
St. Vincent De Paul 180 North 7 St. Bklyn., 11211	2	Our Lady of Czestochowa 169 25 St. Bklyn., 11232	2
St. Rita 260 Shepard Ave. Bklyn., 11208	2	Our Lady of Solace 2865 West 19 St. Bklyn., 11224	2
Yeshiva of Crown Heights 310 Crown St. Bklyn., 11225	3	St. Marks Lutheran 626 Bushwick Ave. New York 11206	5
St. Paul 209 Warren St. Bklyn., 11201	2		

The 1,897 students in the English as a Second Language program in the above schools were served by 37 licensed teachers, a coordinator and a field supervisor.

The instructional approach, while varying from teacher to teacher may be generally characterized as an "audio-lingual" approach followed by the teaching of reading and writing in English. The amount of time spent by the student in the program varied, depending upon the nature and level of the language deficit, from one hour two times per week to one hour three times per week.

Compared with previous years--See Figure I--the number of eligible ESL students has remained relatively constant (approximately 3,150 in 1971-72). The number served in 1971-72 (1,897) is also similar to the 1,840 served in the previous school year. However, it should be noted that the ESL program was begun for many of the students late in the 1971-72 year due to funds being transferred from various community districts to the Central Program.

Figure I

NUMBER OF ELIGIBLE ESL STUDENTS

Code	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972
I	2,173	1,336	1,628	1,975	874
II	1,324	235	1,701	1,005	1,845
III	647	157	348	358	142
IV	145	101	320	269	272
V					17

TOTAL	4, 289	1,829	3,997	3,607	3,150
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NUMBER OF ESL STUDENTS SERVED

I	570	537	455	692	519
II	436	168	613	732	1,159
III	188	96	162	233	88
IV	56	79	141	183	124
					17

TOTAL	1,250	880	1,371	1,840	1,897
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NUMBER OF SCHOOLS IN PROGRAM

I	14	14	12	15	17
III	11	4	15	15	19
III	4	4	7	7	6
IV	3	3	5	5	4
V					1

TOTAL	32	25	39	42	47
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Program Objectives

In the proposal for funding for the English as a Second Language Program--Non-public Schools*, there were two general objectives:

1. The first objective was to improve pupil's achievement in comprehension and fluency in the use of English. The objective criteria was to assist 90% or more of the students to move up one level or more on the Ability to Speak English Test.
2. A second program objective was to improve performance in other skill areas beyond usual expectations. Of primary concern here was that there should be a significant improvement in performance in reading after being served by the English as a Second Language Program. The criteria for assessing the attainment of this objective was that 75% or more of those who participated in ESL classes would attain a passing grade of 65% as determined by their classroom teacher.

The funding proposal for the Program also listed two other objectives which are related to the above academic aims. These additional objectives--more social-psychological in nature--were to improve the student's self-images of academic competency and to enhance their friendship relations with their English speaking peers.

Obviously the formal description of the Program and the specification of objectives such as those stated above, while worthy and capable of being assessed for their attainment, do not clearly communicate the philosophy and feelings of those involved. Perhaps the following statement by the Supervisor of the English as a Second Language Program--Non-public Schools more clearly encompasses the aims of all of those responsible for the Program*.

A necessary first step in performing a task is to define its purpose. We can then set our goals and adapt our methods accordingly, taking into consideration the immediate factors of time and materials available. Versatility is a must, and flexibility a sin qua non in order to adapt to the specific teaching or, better, learning situations.

Now, what is the purpose of an ESL (English as a Second Language) program? I propose to define it in my own terms, both as a teacher who can observe the deficiencies and needs of her students, and as a mother who has felt the problem of language

* "English as a Second Language - Non-public Schools, Proposal for Funding", Function No. 920646.

* Maria Mastrandrea, "The Road Toward Achievement", Exchange Vol. V No. 2, March 1972, p. 4.

performance very intimately with her own bilingual children. It seems to me that the purpose of an ESL program is not merely to allow students to become more fluent in the use of English. It encompasses a much wider set of aims. First, if the children who enter our ESL program do so only after they have started regular school in this country, it is necessary to make our goal the same as that of the school; namely, a training in the acquisition of all skills of the language: *aural*, oral and written. Beyond this, its aims should be to provide these children with opportunities for achievement and success which will favor their cultural adjustment and sense of individual worth.

Let's consider our students: most of them do not come to us with a *tabula rasa* in English. They have already formed a set of language habits. Thus the teacher is then faced with the added task of correcting poor habits in speaking, reading and writing. How can we expect that our standards, to which the students are exposed for such a limited time, will prevail over the patterns that they hear all around, whether in a foreign language or in faulty English? In order to succeed we must avail ourselves of all possible means of reinforcement of both learning and retention. Oral mastery of the language is the initial step, and situations have to be presented which allow for a thorough acquisition and integration of the items presented. Manipulative and kinesthetic experiences, role playing situations, dialogue development and subsequent reading of experience charts are part of an all-inclusive approach to language learning. Our teaching will emphasize the difficult areas that many linguistic studies have shown to exist for a particular foreign learner of English. However, because our students have to follow a regular school curriculum, we'll ultimately aim at achievement within the school framework as a whole, and not just in our immediate classroom group. Otherwise, we'll be faced with another added problem: that of social adjustment which is disrupted by lack of scholastic achievement at an early age.

Teaching a language is not just guiding a student in the acquisition of a new set of language habits; principally it is allowing these habits to be for the student an asset on the road towards achievement, both academic and cultural.

Chapter II

EVALUATION OBJECTIVES AND PROCEDURES

Evaluation Objectives

The major objectives of this evaluation study were focused on student outcomes and organizational strenghts and weaknesses. The main student outcome variables of the program are English speaking skills, English reading skills, self-concept of academic ability and social orientations toward English speaking peers. The main organizational variables studied are school staff perceptions of strengths and weaknesses and TLRC evaluation staff observations made during on-site visits.

A. Evaluation of Student Attainments

1. English Speaking Skills

- a. A primary evaluation objective of this study was to assess if the program objective of helping 90% or more of the ESL students to improve one or more levels in their abilities to speak English was being attained. A complimentary objective was to assess the extent to which ESL students in the Spring of 1972 were achieving at a satisfactory level or higher on English speaking tasks.
- b. In addition this evaluation study sought to survey teachers for their assessments of their students during the Fall and Spring of the 1971-72 school year to determine if ESL students were becoming more able of understanding school rules when such rules were explained in English. Teachers were also to be surveyed to assess whether there would be a decrease among the ESL students served over the 1971-72 school year in the proportions in need of further ESL instruction. Another subobjective of this evaluation study sought to assess from the teachers perspective the extent to which ESL students had improved over the school year.
- c. An additional subobjective of this study was to determine if the ESL Program was contributing to the attainment of reading skills. Hopefully if the program was meeting its aims, ESL students would, in the Spring of 1972, approach the reading levels of students whose reading levels were much higher during the previous Fall.

2. Self-Concept of Learning Ability

A major evaluation objective was to determine if the ESL Program assisted students with impeding self-conceptions of learning ability to develop concepts of themselves that they were able to learn in school. The ESL Program objectives included raising the self-concepts of 75% of the students by the end of the school year. However, such a goal would only be appropriate if nearly all of the students in the Fall held low self-conceptions of learning ability. This study assessed the magnitudes of low to high self-concepts among ESL students in the Fall and Spring, and among norm group students in the Spring. Comparisons between the norm group and ESL students were made by *t* tests. Changes in self-concepts among ESL students were made by the chi square procedures with alpha set at .05 level.

3. Student Relationships

- a. The third major evaluation objective was to assess the extent to which the ESL Program is associated with a reduction in isolation by peers. It is generally believed that a large proportion of students eligible for ESL services are handicapped by deficits in English speaking abilities. The ideal objective of the ESL Program is to reduce in one school year the proportion of children

isolated by their peers. The objective of this study is to assess the extent to which this ideal is approached. Complimentary to this objective, this study sought to determine the extent to which deficits in English speaking skills impeding student understanding of social situations are reduced.

- b. A related set of subobjectives was to assess the extent to which ESL students over the school year developed friendships and interests in being friends of students whose first language was English.

B. Organizational Features

1. Adequacy of Structure

This evaluation study also had as major objectives the assessment of the following features of the ESL Program:

- a. Physical facilities
- b. Procedures for screening and referral
- c. Communications between public and non-public school personnel
- d. Materials
- e. Personnel

2. Staff Perceptions

In addition, this study also sought to provide a representative statement of the perspectives of ESL school staff concerning what they believe to be the major strengths and weaknesses of the ESL Program along with their pertinent recommendations.

3. Implementation of Program Objectives and Procedures

A final objective of this study was to provide an overall assessment of the extent to which the ESL Program is functioning in accord with its plan as set forth in funding requests and Board of Education policy.

Evaluation Procedures

A. Sample Sites

In collaboration with the Title I, ESEA Non-public School Unit, Board of Education of the City of New York, 10 schools were selected as sample schools to assess the English as A Second Language Program in the non-public schools. These were:

1. Sacred Heart School
2. St. Vincent De Paul School
3. St. John the Evangelist School
4. Transfiguration School
5. Beth Jacob of Boro Park School
6. St. Lucy School
7. Blessed Sacrament School

8. Our Lady of Sorrows School
9. St. Athanasius School
10. Our Lady of Lourdes School

These schools were visited by Teaching and Learning Research Corp. evaluation staff, two or more times to observe in the classroom, interview staff and collect data.

ESL Student Sample - A stratified probability sample of 236 program students in the above schools was drawn and pre and post data collected on the following variables:

1. Self-Concepts of Academic Ability (Appendix C)
2. Peer Relations (Appendix B, Teacher Ratings)
3. Reading Level
4. Ability to Speak English Language (Appendix E)

A subsample of 100 ESL students was drawn for whom complete pre and post school records and evaluation study data were sought. There were 86 of these 100 ESL students with complete data at the end of the school year.

Norm Group - A matched probability sample of 86 students stratified by school and class and controlling for language background but who were not placed in remedial English classes because they scored "C" level on the Scale of Pupil's Ability to Speak English, were also drawn for making comparisons on school records data with students in the program. It should be emphasized that this sample of students differs from the ESL students in that they scored higher on English proficiency tests. However, this group provided a norm by which to compare ESL students. All of these Norm Group students achieved "C" level in the Fall of 1971.

B. Assessment of Attainment of Objectives

1. English Speaking Skills

Performance on the "New York City Board of Education Scale of Pupils' Ability to Speak English" and the "Project Evaluation Test" were used as indices of comprehension and fluency. The latter instrument was designed by the project staff to indicate specific areas of language deficit. In their proposal the project staff indicated that they expected 90% or more of the students to move up one level or more on the Ability to Speak English Test. It was also expected that 75% or more would be performing at 65% in reading, math, social studies, and science by the Spring of the school year. Differences in ideal and observed proportions were assessed by t tests, p. .05 level.

2. Reading Skills

In interpreting this objective, the program designers explained that classroom "skills" depend basically on reading skills. It was stated that there was a "universal incidence" of limited reading skills because of "poor English language power". A probability

sample of 86 ESL students in grades one through five was compared with the Norm Group on standardized achievement tests.* An assessment of association between the ESL Program and the attainment of reading skills was to be hypothesized if by the end of the school year no significant differences in reading level remained. Analyses included t tests for differences in variances with alpha set at the .05 level.

3. Teacher Assessments

In order to further assess whether students were improving in English skills, the teacher ratings of students' abilities to understand English, students' needs for further instruction, and teachers' beliefs about improvement were to be collected in the Fall and Spring of the 1971-72 school year on individual students. Simple descriptive statistics were employed with this data to show shifts in teacher perceptions of ESL students from Fall to Spring.

4. Self-Concepts of Learning Ability

The Michigan State University Self-Concept of Academic Ability Scale (Appendix C) was used as a measure of this criterion. This instrument has been used extensively in studies throughout the United States. Reliability and validity studies are available (U.S. Office of Education Report #1636, 1965). Chi-square analyses ($p < .05$) was used to assess the statistical significance of changes in self-concept for ESL students. Comparisons for differences between ESL and Norm Group students involved a t test for differences between means ($p < .05$).

5. Student Relationships

Enhanced peer relationships were assessed through the use of a rating scale completed by the teachers on ESL students in the Fall and Spring (see Appendix B). It was hypothesized that at the end of the program at least 75% of the sample would be judged as "adequate" or better in peer relations by their teacher. Descriptive statistics were employed.

6. Organizational Features

The assessment of the attainment of this objective was made through observations of classes, materials, school records, and structured interviews with school staff concerning their assessments of the strengths and weaknesses of the program and any recommendations they cared to make. From school staff data on numbers of ESL students taught, class ratios and the bases and procedures for ESL referrals were also obtained. Fall and Spring on-site visitations by evaluation

* Metropolitan Achievement Tests, Iowa Basic Skills and SRA Tests were used.

specialists from TLRC and a nationally recognized consultant to TLRC on the Teaching of English as a Second Language were made to the sample schools for more informal interviews with school personnel concerning their views of the ESL Program and these are also reported.

An observer's impressions are reinforced by teachers in the program who volunteered such statements as: "When the youngsters started in September, they hardly said anything, now they are less shy and use language more. They love the ESL classroom." Teachers from the regular classroom and supervisors echo such comments: "One hears the students who are in the ESL classes talking more now than earlier in the year." Principals, when met, further praise the program: "Mrs. So and So is doing such a fine job with the children."

The credentials of the ESL staff appear to be in order. What problems appear seem to stem from two sources. The first is that ESL Programs of the current large scale are of recent origin and there are few experts and little substantial research on teaching methods. The second general problem is no more than that which any teacher experiences when trying to help students overcome academic and social deficits. Given this situation the clear progress of the ESL students in academic skill areas and social relationships is a testimonial to the good work of the teachers.

The supervisory staff from the Board of Education also showed considerable cooperation and constantly indicated a desire for feedback from the TLRC evaluation staff on how they might improve their program. In summary, this evaluation study finds that given the conditions of our times the staff is professional, ethical, dedicated and competent.

Chapter III

Findings

The first section of this chapter presents findings relevant to student outcome objectives of the ESL Program which center on improvements in English skills, self-concepts of learning ability, and social relationships with peers. The second section focuses on organizational features of the ESL Program.

I. Student Outcomes

A. Improvement in English Skills

The findings presented in Table 1 show that 85% of the sample students improved one or more grade levels on the Scale of Ability to Speak English. This is not significantly lower than the 90% ideal set for the program.

Table 1

Improvement of One or More Grade Levels
on English Speaking Ability Test*

Decreased		No Change		Improved One or More Grade Levels Fall 1971 to Spring 1972	
(N)	%	(N)	%	(N)	%
1	.4%	35	14%	210	85%**

*N.Y.C. Board of Education Scale of Pupils' Ability to Speak English

**Not significantly different from 90%, p. <.05.

From the perspectives of teachers who rated the ESL students (see Table 2) it also appears that there was an improvement in the ESL students' ability to use English. The data in Table 2 indicates that whereas 90% of the ESL students in the Fall of 1971 could minimally but adequately understand school rules when explained in English, nearly all, 98% were so able by the Spring of 1972.

Table 2

Teacher Indications of ESL Students Being Minimally
Able to Understand Rules Pertaining to School
When Explained in English

Fall 1971 %	Spring 1972 %
90%	98%
N=86 * See Appendix B	

The data shown in Table 3 indicates that of the sample students, 61% had reached a satisfactory level in the use of English by the Spring of 1972 as assessed by the Scale of Pupils' Ability to Speak English. The TLRC evaluation staff feels that having 61% of the ESL students reach a satisfactory level of English proficiency in one school year is an admirable result.

Table 3

Percentage of ESL Students Who Improved to a
C or Higher on Ability to Speak English

Improved to a satisfactory level or higher %
61%

*N.Y.C. Board of Education Scale of Pupils Ability to Speak English

Total N=236

The finding that ESL students are improving in English speaking skills is further supported by the findings presented in Tables 4, 5, and 6. Table 4 shows only 88% being recommended for further ESL instruction in the Spring of 1972 as compared to 98% in the Fall of 1971. In other words 10 to 12 percent no longer needed ESL services.

Table 4
Recommendations for Further ESL Instruction

Fall 1971 %	Spring 1972 %
98%	88%

N=86

The data in Table 5 shows a similar trend with only 26% of the ESL students near the end of the school year being rated as avoiding situations or responsibilities because of language deficits as compared to 39% during the previous Fall.

Table 5
Avoids Situations or Responsibilities
Because of English Language Deficits

Fall 1971 %	Spring 1972 %
39%	26%

N=86

The finding in Table 6 also reflects improvements in English speaking skills among ESL students. The teachers indicated that 40% of the sample students improved very much, 52% improved some, and only 8% improved a little.

Table 6
Proportions of ESL Students Who Have Improved
in English Proficiency

Teacher Ratings	N	%
Improved Only a Little	7	8%
Improved Some	45	52%
Improved Very Much	34	40%

N=86

Further evidence of the positive influences of the ESL Program can be seen in Table 7. The findings in Table 7 show that the ESL students are reading at levels comparable to the Norm Group in the Spring of 1972 even though the Norm Group scored much higher on English proficiency tests during the previous Fall.

Table 7
Reading Achievement Levels of ESL Students
and Student Norm Group

	Grade Level ESL	Matched Groups Spring 1972 Norm Group
1st Grade N=13	1.5	1.4
2nd Grade N=9	1.4	1.7
3rd Grade N=18	2.3	1.9
4th Grade N=12	3.3	3.6
5th Grade N=15	4.6	4.1

*No significant difference ($p < .05$ level) between Norm and ESL groups)
Note: The Norm Group included only students who had scored grade "C" or higher on the Ability to Speak English Scale in Oct. 1971, while the ESL students scored "D" or lower in Oct. 1971.

In summary, the findings of this study are:

1. Eighty-five percent of the sample ESL students improved one or more levels on Scale of Pupils' Ability to Speak English.
2. As of the Spring according to teacher evaluations, nearly all ESL students could understand English sufficiently to have school rules explained in English.
3. Sixty-one percent of the sample ESL students scored, by Spring, at a satisfactory level or higher on the Scale of Pupils' Ability to Speak English.
4. According to the ESL teachers, twelve percent of the students no longer needed further ESL services after only one school year. Of course all ESL students needed assistance at the beginning of the school year.
5. During the school year there was a decrease from 39% to 26% in the proportions of ESL students who avoided situations and responsibilities because of felt English language deficits.
6. The teacher's ratings of ESL students were that 40% "improved very much," 52% "improved some," and only 8% "improved a little."
7. ESL students were reading at the same levels as the Norm Group in the Spring as measured by standardized achievement tests, even though there were significant differences in English proficiency favoring the Norm Group during the previous Fall.

B. Improvement in Self-Concept of Learning Ability

The findings shown in Tables 8 and 9 indicate that there was no significant gain in self-concept of school learning ability. However, given the academic achievement gains presented above and the social skills gains which will be discussed in a following section, two interpretations seem tenable. Either the students entered the ESL classes already feeling able to learn or the ESL teacher established attitudes of learning ability in the first two and one half months of the school year which was prior to the first measurement of self-concept. The second interpretation may partially explain the results given the limited achievements of the Norm Group in this study. At any rate the teachers certainly should not be accused of lowering the self-concepts of learning ability of their students for the teachers were able to help them attain the major achievement and social objectives of the program.

Table 8
Changes in Self Concept of Learning Ability
of the ESL Students*

N	Fall 1971	N	Spring 1972	
	$\bar{X}$		$\bar{X}$	
86	8.34	86	8.47	NS**

*Michigan State University Self-Concept of Ability Scale

**No significant difference (p. <.05 level) between Fall and Spring.

Table 9
Changes in Self-Concept of Scholastic Ability
(Frequency Matrix)

		Self Concept Level										Totals
		Post-Test*										
		4	5	6	7	8	9	10	11	12		
Pre-Test Level	4							1			1	
	5		1	1							2	
	6				2	2	1		1		6	
	7			1	3	5	1		1		11	
	8		1	5		2	7	2	1		18	
	9		1	2		4	6	3	5		21	
	10					2	3	1			6	
	11		1		1		2				4	
	12						1		1	1	3	

*Out of 72 students, 15 moved up and 14 moved down two or more levels.
No significant pattern is discernable.

C. Student Relationships

The findings shown in Table 10 are that the proportions of sample ESL students isolated by peers has dropped from 61% to 32%. In other words, 68% of the ESL students are not isolated by peers. The ideal objective of the program was set at 75%. The respective differences of 32% and 25% were not found to be significantly different from one another. Hence the ESL Program objective may be inferred to have been attained.

Table 10
Proportion of Students Isolated by Peers

	Fall 1971 %	Spring 1972 %
	61%	32% *

N=86

* Not significantly different from 25%, $p < .05$ level, the criteria level for the ESL Program.

The findings in Table 11 further supports the view that the ESL Program is helping to reduce problems of developing and maintaining social relationships. The findings show that among sample ESL students, 93% in the Spring as compared to 79% in the previous Fall were not impeded in social situations by English language deficits.

Table 11

English Language Deficit Does Not Seriously Interfere
with Understanding of Social Situations

Fall 1971 %	Spring 1972 %
79%	93%

N=86

The findings in Tables 12, 13, and 14 also show a trend among ESL students for becoming more able and desirous of having peers whose first language is English as friends. Table 12 shows an increase of 64% to 76% in the proportions of ESL students whose command of English is adequate for effective participation in groups of English speaking students.

Table 12

Proportion of Students Whose Command of English is
Adequate for Participating in Group Activities with
English-Speaking Students

Fall 1971 %	Spring 1972 %
64%	76%

N=86

Table 13 shows that 81% of the ESL students have friendships with students who speak English as a first language. This seems to be quite high given the high concentrations of ethnic groups in the schools visited.

Table 13
Friendships with Students Who Speak English
As a First Language

Fall 1971 %	Spring 1972 %
79%	81%

N=86

Table 14 shows that there has been a corresponding decrease, from 51% to 34%, in the proportions of sample ESL students who only prefer companionship with peers who speak a language other than English.

Table 14
Interest in Companionship of Students Who Speak
a Language Other Than English

Fall 1971 %	Spring 1972 %
51%	34%

N=86

In summary, the findings of this study relevant to the development of positive social relationships with peers, including peers who speak English as their first language are:

1. There has been a decrease among sample ESL students, from 61% to 32%, isolated by peers which is not significantly different (.05 level) from the Program objective of 25%.
2. There has been an increase from 79% to 93% in the proportion of ESL students not impeded in peer social situations by deficits in English skills.
3. There has been an increase in the proportion of ESL students, from 64% to 76%, whose command of English is adequate for effective participation in groups of English speaking students.
4. Eighty-one percent of the sample ESL students have friendships with students whose first language is English.

5. There has been a decrease, from 51% to 34% in the proportions of sample ESL students who only prefer the companionship of peers who speak a language other than English.

II. Organizational Features

A. Adequacy of Facilities

Only two of ten teachers indicated that their physical facilities were inadequate. Some of their comments are as follows:

Teacher A: "I teach in the basement which is used as the lunchroom. The lunchroom workers are often setting up while I am teaching which is very distracting. In addition, there are many times when there is no heat and the basement is used as a passageway from one side of the building to the other."

Teacher B: "It is difficult to get the children's attention in an auditorium (where the ESL class first met). There were frequent interruptions due to the passing of other students which interfered with concentration. I have since moved to an overheated basement room which is also difficult to teach in."

The views of the teachers above were also supported by one TLRC evaluation staff member. Another TLRC evaluation staff member felt that in spite of the two classes being held in a lunchroom and an auditorium, the two teachers involved were able to create a pleasant atmosphere for learning.

In general, the conclusion of the TLRC evaluation staff is that most of the schools in the ESL Program in the non-public schools are providing satisfactory facilities. Recommendations regarding the two schools where better facilities are desirable will be present in the next chapter.

B. Referral System

On the basis of interviews with teachers and an examination of school records by TLRC evaluation staff it was concluded that the procedures for referring students for possible inclusion in the ESL Program were quite satisfactory. Referrals were made by non-public school principals and the non-public school classroom teachers and tested by the ESL teachers (Title I). In addition, it was observed that screening tests were conducted with children who spoke a language other than that of English or when the family of the student was known to be non-English speaking. In some cases where it seemed appropriate, entire classes were screened. The ESL teachers in the schools sampled were observed by other teachers and administrators to be constantly alert to the English skills of newly admitted students.

In summary, the referral system of the ESL Program is working very well in the opinion of TLRC evaluation staff.

C. Communications Between Public and Non-Public School Personnel

On the basis of interviews with ESL teachers it appears that the only general criticism in this area is for more of the same. The teachers were very favorable toward the in-service meetings held by the Board of Education staff. They wanted more such meetings so as to continue exchanging views and materials with other ESL staff and supervisory personnel. The TLRC evaluation staff through probing in unstructured interviews with both ESL teachers and Board of Education personnel could not find any reason to contest the view that communications are open and there is a rapport between all staff.

D. Materials

Several teachers indicated in response to open-ended questions that the materials were quite useful. The following comments by the outside consultant to TLRC on the ESL Program describe the general views of the TLRC evaluation staff.

1. Visual Aids

Pictures, realia and puppets were in widespread use in the classes visited. In many cases the realia and pictures were collected by the teachers themselves; sometimes students made some of the pictures used in the classes; much material is provided by the central office. In many cases, the comments students made to each other during the lessons were motivated by the visual materials the teachers were using for their lessons. The use of complex patterns discussed above is a great compliment to the teachers; the students are sparked to speak by the teachers' use of visual aids; the students seemed to feel free to comment to each other, and sometimes to the teachers.

2. Games

The teachers tended to spend a good deal of their time playing games (which were related to scholastic and social goals), with children. No teachers were heard saying that the games were not enjoyed by the students nor could any evidence be seen from observing the games to indicate that the students were not enjoying the games. Indeed, the students generally seemed more involved in the games than in other parts of the lessons. Many of the teachers commented directly that the students relished games.

Since games seem to be so popular and if they are frequently used, perhaps a discussion with the children of the elements in games may be useful. One vital element in any game is that the task to be performed is extremely clear. In one case, a student may be asked to turn a card over and read a word on it; in another case, a student may be asked or told to raise his hand or cover his eye. Not only were the tasks usually made clear, but the successful or unsuccessful completion of the tasks were also made clear. The behaviors that were allowable and those that were not allowable were also made clear. When rules were broken or incorrect responses given the students were frequently the first to make the corrections. Students tended to listen intently to everything during the games observed. It also appeared that teachers and students both felt free to say "no" or "out" or "wrong" during a game.

The TLRC evaluation staff generally agree with the consultant specialists in concluding that the visual aids and games used by the ESL staff was a very favorable feature of the ESL Program.

E. Personnel

The comments of the consultant to TLRC on the evaluation of the ESL Program characterizes the general feeling of the evaluation staff:

When one first enters the classrooms in the ESL Program, one tends to find very congenial, pleasant teachers working with smiling, eager youngsters sitting around tables or in rows in reasonably pleasant rooms. (Even the auditoriums were not unpleasant.) Discipline problems seemed almost non-existent; native languages were rarely used; the tone seemed pleasant; the students seemed happy to be in the classes.

F. Staff Perceptions

1. Program strengths

As shown in Table 15, it is apparent from teacher interviews that most teachers valued the small-group work situations where individual attention could be given. There was also considerable consensus that their school (administrators and other teachers) was very helpful and cooperative.

Table 15

Teacher responses to question: What do you see as the major strengths of the program?

Teacher Response	No. Responses
Small-group work and individual attention	6
Cooperation of schools (administration and teachers)	5
Materials provided by Board of Education	2

Table 15 cont'd.

Teacher Response	No. Responses
Meetings where ESL teachers exchange ideas and materials	2
Cooperation of supervisors and coordinators	1
The quality of the pupils	1

2. Program Weaknesses

The data presented in Table 16 indicates that about one-half of the teachers feel that they should have more time to work with their students in the ESL. Of the other half, two teachers said they saw their students nearly every day. Only three teachers who saw their classes two or three times a week failed to suggest more class time.

Table 16

Teacher Responses to question: What do you see as the major weaknesses of the ESL program?

Teacher Response	No. Response
The students should have ESL every day rather than two or three times a week.	5
There are no weaknesses	3
Need more media and audio-visual material	1
Need better textbooks and enough	1
Need more shared experiences outside of school	1
Need TV set, tape recorder, and phonograph at current disposal of ESL teachers	1
Need fairer supervision--point out strengths not just weaknesses	1

3. Staff Recommendations

As shown in Table 17 all of the recommendations point up the confidence of the ESL teachers in their program. And again, the most recommended improvement is to have more of the kind of in-service meetings where ESL staff can exchange ideas and share materials.

Table 17

Teacher Responses to question: Do you have any recommendations to make and, if so, what concerning the conduct of the program of teaching ESL?

Teacher Response	No. Responses
More frequent meetings of ESL teachers to exchange ideas and materials	3
More orientation for new teachers	1
Greater participation in ordering of materials	1
Put ESL on a 5 day program	1
Leave ESL middle students on 2 day basis but put more handicapped on 5 day basis	1
Need more and better materials and equipment	1

III Implementation of Program

On the basis of the above reported findings, on-site visitations, searches through records and an examination of the plans for the ESL Program as reported in funding proposals and Board of Education policies it is the summary finding that:

- A. Students are being benefited as planned in academic and social areas.
- B. The costs of the program are minimal--approximately \$174.00 per pupil--given the results (Administrative costs are very low: 1897/2.6; total materials cost only \$10,975.00).
- C. The program is being conducted as close to plans as possible. Only in a couple of schools is there a need to provide better facilities. On the basis of interviews with supervisory staff it is expected that internal evaluation will result in continued funding in accord with the plans and objectives for the ESL Program.

Chapter IV

Summary and Recommendations

The major conclusions of this study relevant to the English proficiencies of ESL students are:

1. It is estimated that 90% of the sample ESL students improved one or more levels on Scale of Pupils' Ability to Speak English.
2. As of the Spring of the school year nearly all ESL students could understand English sufficiently well to have school rules explained to them in English.
3. By Spring, sixty-one percent of the sample ESL students scored at a satisfactory level or higher on the Scale of Pupils' Ability to Speak English.
4. According to ESL teachers twelve percent of the ESL students no longer needed further ESL services after only one school year. Of course, all 100% needed ESL services at the beginning of the school year.
5. During the school year there was a decrease from 39% to 26% in the proportions of ESL students who avoided situations and responsibilities because of felt language deficit.
6. The teacher's ratings of ESL students were that 40% "improved very much," 52% "improved some," and only 8% "improved a little."
7. ESL students were reading at the same levels as the Norm Group in the Spring as measured by standardized achievement tests, even though there were significant differences in English proficiency favoring the Norm Group during the previous Fall.

The overwhelming majority of the ESL students were found in November of the school year to have sufficiently high self-concepts of learning ability to be open to instruction in English skills. It was not possible to ascertain whether this was the result of students entering the program in September with high self-concepts of learning ability or of effective teacher motivational activities. The students sampled tended to retain functionally non-impeding self-concepts of learning ability throughout the school year.

In terms of the effects of the ESL Program on the social relationships of peers it was found that:

1. There was a decrease among sample ESL students, from 61% to 32% who were isolated by peers which is not significantly different (.05 level) from the program objective of 25%.
2. There has been an increase from 70% to 93% in the proportion of ESL students not impeded in peer social situations by deficits in English skills.

3. There has been an increase in the proportion of ESL students, from 64% to 76%, whose command of English is adequate for effective participation in groups of English speaking students.
4. Eighty-one percent of the sample ESL students have friendships with students whose first language is English.
5. There has been a decrease, from 51% to 34% in the proportions of sample ESL students who only prefer the companionship of peers who speak a language other than English.

Recommendations

1. Plant Facilities:

Most of the schools in the ESL Program in the non-public schools appear to have provided satisfactory classroom facilities. However, there were a few schools where an improvement in facilities was needed at the time of the last on-site visits. In the case of one of the schools, perhaps asking the lunchroom workers to refrain from setting up the room for lunch would help. While the TLRC evaluation staff was present the room was being repainted to be more airy and pleasant. Perhaps that will help. In the case of using the auditorium to teach ESL students in the other school it is recommended that the students and staff of the school not in ESL should be restricted from entering the auditorium during class periods as much as possible. During both visits by evaluation staff the traffic through the auditorium was very distracting and the teacher confirmed that this was a common occurrence.

2. Basis for Referral

The procedures for screening and referral were found to be quite satisfactory. It is recommended that current practices be continued.

3. Extent of Classtime in ESL

It is recommended that Board of Education personnel meet with all ESL teachers and administrators and discuss the possibilities and implications for the program of extending the amount of time in ESL classes. This could be made a part of an in-service training meeting.

4. In-Service Training

On the basis of teacher responses it is recommended that more time be given to ESL teachers meeting and sharing ideas with one

another. The meetings that were held for this purpose were very much appreciated by most of the ESL teachers.

In a few cases it appears that new ESL staff feel that they should be given more orientation to their roles than was given. On the other hand, other new staff were satisfied with their orientation. Perhaps the supervisors should be made clearly aware that some have expressed a desire for more orientation. We believe they will take care of this minor problem.

5. Staff Relationships

More of the same is the only recommendation the TLRC staff can make in regard to the help and cooperation afforded the ESL teachers by their administrators, other teachers, and ESL supervisory staff. Only one complaint was received concerning the supervision of the program. The meetings of the ESL teachers and supervisory staff were probably effective in producing the relatively high morale sensed by the TLRC staff.

6. Implementation of Program

On the basis of the above reported findings, on-site visitations, searches through records and examination of the plans for the ESL Program as reported in funding proposals and Board of Education policies, it is the summary finding that:

- a. Students are being benefited as planned in academic and social relations areas.
- b. The costs of the program are minimal given the results, approximately \$174.00 per pupil cost- (administrative costs are very low: 1897/2.6.) Total materials cost only \$10,975.00.
- c. The program is being conducted as close to plans as possible. In only a couple of schools is there a need to provide better classroom facilities. On the basis of interviews with supervisory staff it is expected that the program will continue functioning in accord with the plans and objectives for the ESL Program.

Summary Recommendation

It is recommended by the TLRC evaluation staff that the ESL Program in the non-public schools be again funded for the 1972-73 school year.

APPENDIX MATERIAL

ESL Program



Appendix A

TEACHER INTERVIEW SCHEDULE

To: Teacher

We of Teaching and Learning Research Corporation are helping to provide an evaluation of this program of Teaching English as a Second Language. Of course, we need your views more than anyone. Will you please help us by answering the following questions. Your responses will be tabulated without identity and made available to the Board of Education and to you through the administrators of the program. Thank you very much.

1. How many students are in your class?

2. How were the children in your class selected?

3. Do you have any special plans for attaining your objectives that you would be willing to share with the other teachers of the program of Teaching English as a Second Language?

4. Do you consider your facilities as adequate? YES _____ NO _____
If no, why?

5. What do you see as the major weaknesses of the program?

Teacher Interview Schedule (cont.)

6. What do you see as the major strengths of the program?
7. Do you have any recommendations to make concerning the conduct of the program of Teaching English as a Second Language?



Appendix B

TEACHER QUESTIONNAIRE

PEER-RELATIONS RATING SCALE

The following pupil has been participating in a special program of English Language instruction. In order to evaluate the effect of this program, we need to ask your judgement concerning this student's English usage and peer relationships. Please fill out the following rating sheet on each of the students in the ESL program in your class.

1. Does this student's command of the English language seem adequate for participating in group activities with English-speaking students?

YES _____ NO _____

2. Does this student seem to prefer the company of students who speak a language other than English?

FREQUENTLY _____ SOMETIMES _____ NEVER _____

3. Does this student have friendship ties with any students who speak English as their first language?

YES _____ NO _____ DO NOT KNOW _____

4. Do you feel that this student shows an English language deficit that interferes with his understanding of social situations?

VERY MUCH _____ SOME _____ A LITTLE _____

5. Have you noted any improvements in this student's English proficiency over the past school year?

VERY MUCH _____ SOME _____ A LITTLE _____

6. Would you recommend this student for further instruction in basic English?

YES _____ NO _____

7. Have you noted that this student tends to avoid certain situations or responsibilities because of English language deficits?

YES _____ NO _____

Peer-relations Rating Scale (cont.)

8. Would this student be able to understand conduct rules pertaining to the school if explained to him in English?

VERY MUCH _____ SOME _____ LITTLE _____

9. Do you consider this child "isolated" by his peers?

FREQUENTLY _____ SOMETIMES _____ NEVER _____



Appendix C

SELF-CONCEPT OF ACADEMIC ABILITY SCALE

1. Think of your friends. Do you think you can speak English better, the same or poorer than your friends?
 - a. Better
 - b. Same
 - c. Poorer
2. Think of the students in your class. Do you think you can speak English better, the same or poorer than they can?
 - a. Better
 - b. Same
 - c. Poorer
3. When you go to high school, do you think you will be able to do better, the same or poorer than the students in your class?
 - a. Better
 - b. Same
 - c. Poorer
4. Think of other children your age. Do you think that you can learn better, the same or poorer than they can?
 - a. Better
 - b. Same
 - c. Poorer



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Appendix D

SOCIOGRAM FOR STUDENTS IN ENGLISH AS A SECOND LANGUAGE

INSTRUCTIONS: Teacher, please ask your students to take a piece of paper and write down who are their best friends. In the order of first, second and third preference.

EXAMPLE:

1. Johnny Smith
2. Jim Day
3. Paul Jones

Appendix E

BOARD OF EDUCATION OF THE CITY OF NEW YORK
ESEA TITLE I PROGRAMS
FOR THE NON-PUBLIC SCHOOLS
ENGLISH AS A SECOND LANGUAGE
131 Livingston Street, Brooklyn, New York 11201

Rose Scarangella
Project Coordinator

Maria Mastrandrea
Field Supervisor

PROJECT EVALUATION TEST
RATING SHEET FOR ORAL LANGUAGE PROFICIENCY

NAME OF CHILD	AGE	GRADE	COUNTRY OF ORIGIN	DATE OF TEST
SCHOOL	BORO	PRINCIPAL	ESL TEACHER	RATING
.....				

DIRECTIONS: Each letter rating is followed by a numerical point value. After you administer the entire test, total the point of value, average the total, and enter the pupil's ability rating according to the scale below on the line for RATING.

I. Comprehension

- _____ A (6). Pupil's comprehension comparable to that of a native speaker of like age and intelligence.
- _____ B (5). Pupil understands nearly everything, though on occasion additional explanations are necessary.
- _____ C (4). Pupil understands, but frequently questions the meaning of some words and/or expressions.
- _____ D (3). Pupil understands if speaker carefully chooses vocabulary and restates ideas.
- _____ E (2). Pupil's comprehension is limited to very general conversation on stereotyped topics.
- _____ F (1). Understands no English.

II. Structure and Syntax

- _____ A (6). Pupil uses English with few errors except for those which are commonly made by native speakers of like age level.
- _____ B (5). Pupil makes occasional errors which do not interfere with communication.
- _____ C (4). Pupil uses English well enough for most situations met by typical native speakers of like age, but still must make a conscious effort to avoid the language forms of his native tongue; depends, in part, upon translation and therefore speaks hesitantly upon occasion.
- _____ D (3). Pupil uses English in more than a few stereotyped situations, but it is marked by errors which interfere with communication and is haltingly rendered at all times.
- _____ E (2). Pupil makes errors which render communication difficult.
- _____ F (1). Speaks no English.

TITLE I PROGRAMS - ENGLISH AS A SECOND LANGUAGE

PROJECT EVALUATION TEST-RATING SHEET FOR ORAL LANGUAGE PROFICIENCY (Cont.)

III. Vocabulary

- _____ A (6). Comparable in range to that of a native speaker of like age.
_____ B (5). Occasionally gropes for some words and/or expressions.
_____ C (4). Occasionally gropes for some high-frequency words.
_____ D (3). Frequent rephrasing by pupil necessary to compensate for limitations in vocabulary.
_____ E (2). Pupil's vocabulary limited to a few useful words and/or expressions which he has learned for use in stereotyped situations.
_____ F (1). Speaks no English.

IV Pronunciation

- _____ A (6). Speaks English for his age level like a native, with little or no foreign accent.
_____ B (5). Speaks with some foreign accent, but it does not interfere with communication; otherwise approximates the fluency of a native speaker of like age level.
_____ C (4). Speaks with a foreign accent which makes repetition of some lexical items necessary.
_____ D (3). Speaks with a very noticeable foreign accent, but in general can make himself understood.
_____ E (2). Speaks with an extremely heavy foreign accent which is very difficult to understand.
_____ F (1). Speaks no English.

Total Points, I-IV _____

Average (divide by 4) _____

Scale

1-2 pts., F-E Ability
3-4 pts., D-C Ability
5-6 pts., B-A Ability
(not eligible)

EXAMINER'S REMARKS (IF ANY)



BOARD OF EDUCATION OF THE CITY OF NEW YORK
ESEA TITLE I PROGRAMS FOR THE NON-PUBLIC SCHOOLS
ENGLISH AS A SECOND LANGUAGE
131 Livingston Street, Brooklyn, New York 11201

Rose Scarangella
Project Coordinator

PROJECT EVALUATION TEST
QUESTION SHEET

I. COMPREHENSION

A. Question-Answer Exercise

Directions: Ask each pupil the following questions during the initial testing session. Their use for May re-test session is optional.

- | | |
|-----------------------|-----------------------------------|
| 1. What's your name? | 4. What's this (optional item)? |
| 2. How old are you? | 5. Do you have a pencil? |
| 3. Where do you live? | 6. What color is (optional item)? |

B. Situational Interpretation

Directions: Permit each pupil to study the classroom picture scene included with this test for TWO (2) MINUTES. Then use the following questions to test pupil's comprehension. Select the level which you consider BEST suited to the pupil's ability.

Level I (Beginner)

- | | |
|--|-------------------------|
| 1. How many people are there in the picture? | 4. Where is the book? |
| 2. Who is the lady? | 5. What is on the wall? |
| 3. Are the children teachers or students? | |

Level II (Intermediate)

- | | |
|--|--|
| 1. What is the lady doing? | 4. What do you see through the window? |
| 2. Is the door open or closed? | |
| 3. Where is the electric light in the classroom? | 5. Who is standing near the chalk-board? |

Level III (Advanced)

1. The children are looking at their teacher and they have their hands raised. Why do you think they have their hands raised?
2. What season of the year do you think it is? (If pupil's response is correct, continue by asking: Why do you think it is.....?)
3. What subjects (things) are the children studying?
Expand by asking: Why do you say (think) they are studying.....?
4. There is a basket on the floor. Is it empty or full?
Continue by asking: Why is it empty?
5. There is a book on the desk. There is also a globe on the desk.
How did the book and the globe get there?

PROJECT EVALUATION TEST (cont.)
QUESTION SHEET

II. STRUCTURE AND SYNTAX

Directions: Evaluate pupils in terms of responses given for A and B under I above.

III. VOCABULARY

Directions: Evaluate pupils in terms of responses given for A and B under I above.

IV. PRONUNCIATION (Intonation, Rhythm, Stress, and Juncture)

A. Directions: Evaluate pupils in terms of A and B under I above.

B. Directions: Show pictures to elicit correct identification of each item in the following pairs of words:

- | | | | |
|------------------|-----------------|----------------|---------------|
| 1. chair/chicken | 3. vine/vase | 5. ship/sheep | 7. skate/star |
| 2. shoes/shirt | 4. ball/balloon | 6. yellow/yarn | 8. thumb/sun |

C. Directions: Proceeding ONE AT A TIME, read each of the following utterances aloud TWICE. Instruct the pupil to repeat the utterance after the second reading.

1. Thank you, very much.
2. Yes, I am. Aren't you?
3. She's a friend of theirs.
4. It's a dog barking, isn't it?
5. I don't like this ice cream.